



MEG WILKES KARRAKER

STUDY GUIDE
TO ACCOMPANY VANDER ZANDEN
SOCIOLOGY
THE CORE THIRD
EDITION

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TO ACCOMPANY VANDER ZANDEN

SOCIOLOGY

THE CORE

THIRD EDITION

Meg Wilkes Karraker

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**Study Guide to Accompany Vander Zanden
SOCIOLOGY: THE CORE
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TO THE STUDENT

SOCIOLOGY: The Core by James W. Vander Zanden provides you, the student, with a comprehensive, efficient, and topical survey of the discipline of sociology. This Study Guide can direct and reinforce your learning from that text.

Each chapter of the Study Guide corresponds to the same chapter in your text. In the Study Guide each chapter contains:

- * **Learning Objectives**
- * **Matching Tests on Concepts**
- * **Multiple-Choice Questions**
- * **Short-Essay Questions**
- * **Selected Readings**

The following diagram shows how each of these sections and the sections in the text may be used together to form a study plan.

TEXT

STUDY GUIDE

STEP 1 PREVIEW

Outline of Chapter Contents
Summary

Learning Objectives

Carefully read the Outline of Chapter Contents at the beginning of the chapter in your text and the Learning Objectives in your Study Guide. Spend 5-10 minutes paging through the chapter, reading the boldface headings and looking at the illustrations. Finally, slowly read the Summary at the end of the chapter in the text, focusing on the main ideas. This will give you a general overview of the material.

STEP 2 STUDY

Chapter Contents

Learning Objectives

Unfortunately, reading is not studying. Review the Learning Objectives in your Study Guide. With these in mind, study the chapter. Highlight, make notes, and/or outline as needed, but do so selectively. Before ending your study session, review the Learning Objectives again and re-study any part of the chapter contents that seem unclear to you.

**STEP 3
TEST**

Matching Test on Concepts
Multiple-Choice Questions
Short-Essay Questions

Test your knowledge and understanding of the chapter by completing the Matching Test on Concepts and answering the Multiple-Choice Questions. Complete your test by writing the Short-Essay Questions at the end of each chapter in your Study Guide.

**STEP 4
REVIEW**

Chapter Contents

Learning Objectives

Repetition is the only way to get material from your short-term memory into your long-term memory. Evaluate your performance on STEP 3 using the answer keys at the end of the Study Guide to check your work. Also, discuss your written answers to the Short Essay Questions with other students and/or your instructor. Review the contents in your text and the Learning Objectives in your Study Guide. If you have demonstrated that you understand and can explain the Learning Objectives, you have mastered the material.

**STEP 5
RE-TEST**

As needed, re-test your knowledge and understanding as you first did in STEP 3.

**STEP 6
PREPARE FOR EXAMINATION**

Remain prepared for an examination on all chapters covered in the course by repeating (at least) STEPS 3, 4, and 5, as needed.

Each chapter in the Study Guide concludes with a list of **Selected Readings**. Some are comparative, some deal with current events, and others are particularly relevant to everyday life. You may also find additional citations, referenced in the Bibliography at the end of the text, useful for additional reading on a specific subject.

I hope this Study Guide facilitates your study of the material presented in Vander Zanden's **SOCIOLOGY: The Core** and will encourage your examination of societies, events in the world around you, and your own life from a sociological perspective.

I thank Phillip Butcher and Kathy Blake of McGraw-Hill for overseeing preparation of this Study Guide, Denise Chambers for contributions "To the Student," and Herbert W Wilkes, Jr. for proofreading the manuscript. Each of them made very useful suggestions for the final composition of this edition of the Study Guide. As always, Mark and Amelia contributed the balance.

Meg Wilkes Karraker

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Chapter 1

DEVELOPING A SOCIOLOGICAL CONSCIOUSNESS

MAJOR LEARNING OBJECTIVES

Use these objectives to preview, study, and review Chapter 1.

The Sociological Perspective

1. To understand the meaning of the sociological perspective.
2. To understand Mills' concept of the sociological imagination.

The Development of Sociology

3. To identify the social origins of sociology.
4. To describe the contributions of Comte, Martineau, Spencer, Marx, Durkheim, and Weber.
5. To identify the social origins of sociology in the United States.

Conducting Research

6. To understand the relationship between theory and research.
7. To list the steps in the scientific method and to understand their importance.
8. To know the four research methods identified in the text (experiments, surveys, observation, and archival research) and the conditions under which each is best selected.
9. To understand the dilemma confronting sociologists regarding ethics in research and the steps they have taken to address the problems of ethics.

2 Chapter One

MATCHING TEST ON CONCEPTS

After studying Chapter 1, match the concept from the column at the right with its definition in the column at the left. You can find the answer key on page 156 of the Study Guide. You may also refer to the glossary at the end of the chapter to check your answers.

The Sociological Perspective

- | | |
|--|-----------------------------|
| 1. The scientific study of social interaction and organization. | a. sociological imagination |
| 2. The ability to see the relationship between private experiences and personal difficulties and social structure and history. | b. sociology |

The Development of Sociology

- | | |
|--|----------------------------|
| 3. The application of evolutionary principals and "survival of the fittest" to society. | a. class conflict |
| 4. Aspects of social life concerned with change. | b. dialectic |
| 5. Aspects of social life which are experienced as external to the individual and which are part of the objective environment. | c. dialectical materialism |
| 6. Aspects of social life concerned with stability. | d. ideal type |
| 7. In Hegelian philosophy, the notion that a thesis has meaning only when related to its antithesis. | e. mechanical solidarity |
| 8. Marx's notion that development depends on the clash of contradictions and resulting new structures. | f. organic solidarity |
| 9. Marx's notion that religion, family, education, and politics are shaped by economics. | g. social Darwinism |
| 10. Marx's view that society is divided into those who own the means of production and those who do not. | h. social dynamics |
| 11. A concept constructed by a sociologist to portray the principal characteristics of a phenomenon. | i. social facts |

- | | |
|---|-------------------------|
| 12. Social integration based on interdependence. | j. social statics |
| 13. Social integration based on similarity of members' tasks. | k. superstructure |
| 14. Weber's approach in which sociologists mentally attempt to place themselves in the shoes of others. | l. value-free sociology |
| 15. Weber's view that personal bias must not affect the conduct of scientific research. | m. Verstehen |

Conducting Research

- | | |
|--|---------------------------|
| 16. A change in one variable associated with a change in another variable. | a. archival research |
| 17. Divides a population into relevant categories and draws a random sample from each category. | b. control group |
| 18. Gathers data on people's beliefs, values, attitudes, perceptions, motivations, and feelings through interviews or questionnaires. | c. correlation |
| 19. The group against which the changes in an experimental group can be measured. | d. dependent variable |
| 20. The group in which researchers introduce a change in an experimental setting. | e. experiment |
| 21. Observes the activities of people without participating in the activities. | f. experimental group |
| 22. Permits testing of the effects of the independent variable on a dependent variable through the use of control and experimental groups. | g. hypothesis |
| 23. A proposition that can be tested to determine its validity. | h. independent variable |
| 24. Places abstract concepts into a form that permits their measurements. | i. operational definition |

4 Chapter One

- | | |
|--|-----------------------------|
| 25. Researchers engage in activities with the people they are observing. | j. participant observation |
| 26. Subjects are selected on the basis of chance. | k. random sample |
| 27. Something believed to influence or be influenced by something else. | l. stratified random sample |
| 28. Uses existing records. | m. survey |
| 29. The variable that causes an effect in an experiment. | n. unobtrusive observation |
| 30. The variable that is affected in an experimental setting. | o. variable |

MULTIPLE-CHOICE QUESTIONS

After studying Chapter 1, answer the following multiple-choice questions. You will find the answer key on page 156 of the Study Guide.

1. Sociology:
 - a. has been used to study social interaction for over 500 years.
 - b. is the scientific study of social interaction and organization.
 - c. has little bearing on public policy.
 - d. is most useful when applied to abstract, as opposed to practical, matters.
2. Through applying the sociological perspective:
 - a. we realize that things are usually exactly as they seem.
 - b. Liebow found the stereotypes regarding the streetcorner men he studied to be remarkably accurate.
 - c. researchers are able to focus on the individual.
 - d. we can better understand the hidden fabric of the social world.
3. The study reported in "Navigating Across Campus" demonstrates that:
 - a. cultural rules do not guide such mundane behavior as walking across campus.
 - b. we must communicate our intentions to others on a verbal level if we want to be understood.
 - c. men are permitted to "look over" women more than women are permitted to "look over" men.
 - d. lone individuals and groups behave in remarkably similar ways.

4. The sociological imagination:
 - a. refers to the ability to see private experiences as entwined with social structure and history.
 - b. is an aspect of social life that cannot be explained in terms of the biological or mental characteristics of an individual.
 - c. enables us to study the close-up scenes of our school, job, family, and neighborhood as we personally experience them.
 - d. is a tool which enables us to see that personal troubles and public issues are one and the same.
5. The earliest origins of sociology can be traced to:
 - a. the peaceful period in European history during the eighteenth century when scholars had the leisure to study the forces that made societies stable.
 - b. political revolutions during the Middle Ages.
 - c. social and economic changes resulting from the Industrial Revolution.
 - d. social thinkers in the United States.
6. The person commonly credited with being the "founder" of sociology and having coined the name "sociology" is:
 - a. Auguste Comte.
 - b. Emile Durkheim.
 - c. Herbert Spencer.
 - d. Max Weber.
7. Auguste Comte:
 - a. urged sociologists to employ systematic observation, experimentation, and comparative-historical analysis in the study of society.
 - b. placed sociology at the top of his "hierarchy of the sciences."
 - c. emphasized the study of social statics and social dynamics.
 - d. all of the above
8. Harriet Martineau contributed to the early development of sociology in all of the following ways except:
 - a. observing social behavior in the United States and England.
 - b. publishing the first book on the methodology of social research.
 - c. undertaking a comparative study of stratification systems and calling for freedom and justice in an age where it was granted only to white males.
 - d. serving as inspiration and "intimate companion" to Auguste Comte.

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9. Herbert Spencer:
 - a. viewed society as a system of interrelated parts.
 - b. set forth a theory of historical development which portrayed the world as growing progressively worse.
 - c. rejected the Darwinian view of "survival of the fittest."
 - d. warned of the dangers to society of unrestrained capitalism.
10. Karl Marx is important in sociology:
 - a. for his rejection of the idea that science is a tool to change society.
 - b. for his focus on the economic environments in which societies develop.
 - c. as evidenced by the fact that today all sociologists accept his theory as correct.
 - d. because he cautioned that the study of politics, not history, is the basis for understanding society.
11. Which of the following is not an example of class conflict?
 - a. the conflict between masters and slaves
 - b. the struggle between lords and serfs
 - c. the antagonism between the bourgeoisie and the proletariat
 - d. the tension between two wealthy families seeking to control political positions
12. Hegel's notion of the dialectic holds that:
 - a. the interaction between two ideas forms a new idea, the antithesis.
 - b. an idea takes on meaning only when it is related to its opposite.
 - c. the world is made up of static structures.
 - d. the study of philosophy should be confined to the study of real relationships, not ideas.
13. Marx's application of the notion of the dialectic to social relations in the material world, particularly to the study of class conflict:
 - a. led to Hegel's application of the concept of the dialectic to the study of ideas.
 - b. led to the conclusion that, over time, every economic order becomes more and more inefficient until the workers rebel against the inefficiency.
 - c. is termed dialectical materialism.
 - d. is supported by the evolution of societies from socialism to capitalism and back to socialism.
14. According to Karl Marx, political ideologies, religion, family organization, education, and government:
 - a. make up the infrastructure of society.
 - b. are influenced by the economic base of society and vice versa.
 - c. have little bearing on the likelihood that groups will revolt.
 - d. determine the class structure and mode of producing goods in a society.

15. Emile Durkheim:
 - a. saw society as an arena in which classes with different interests compete with one another.
 - b. focused his attention on how societies disintegrate.
 - c. concentrated on the notion that integration is necessary for the maintenance of social order.
 - d. attempted to demonstrate that the destruction of social bonds has positive consequences for society.
16. Mechanical solidarity:
 - a. is characteristic of societies with complex social structures and a sophisticated division of labor.
 - b. is found in early, archaic societies.
 - c. means that societies are held together by the interdependence that is fostered by the differences among people.
 - d. is of little interest to modern sociologists.
17. Which of the following is true regarding social facts?
 - a. Social facts liberate human social behavior.
 - b. Social facts can be explained in terms of individual characteristics.
 - c. Social facts are external to the individual.
 - d. Social facts affect society, not individual behavior.
18. In his study of suicide, Durkheim:
 - a. was among the first to collect and analyze data to test a theory.
 - b. used population data from government records.
 - c. argued that suicide is a social fact explainable by social factors.
 - d. all of the above
19. Which of the following was supported by Durkheim's study of suicide?
 - a. Catholics had higher rates of suicide than Protestants.
 - b. Rates of suicide were higher in times of war than in times of peace.
 - c. Rates of suicide were lower in times of recession than in times of economic stability.
 - d. Individuals who are enmeshed in meaningful social bonds are less inclined to suicide than others.
20. Verstehen:
 - a. was Durkheim's belief that sociologists, like chemists, must limit their study to objective facts.
 - b. refers to Weber's approach, in which sociologists mentally attempt to place themselves in the shoes of other people and identify what they think and how they feel.
 - c. was Weber's term for social facts.
 - d. none of the above

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21. An ideal type:
 - a. is a sociological observation of the best or closest to the perfect social phenomenon.
 - b. allows sociologists to make their understanding more complex.
 - c. portrays the principal characteristics of a phenomenon.
 - d. is illustrated by American democracy.
22. The belief that sociologists should not allow personal biases to affect the conduct of their scientific research:
 - a. is rejected as naive by most sociologists today.
 - b. means that values have no place in research.
 - c. is the value-free approach.
 - d. prohibits sociologists from expressing value judgments.
23. Which of the following factors was not identified by the author as providing a favorable climate for the development of sociology in the United States?
 - a. the Industrial Revolution and urbanization
 - b. immigration
 - c. the development of the modern university
 - d. capitalism and democracy
24. Sociology in the United States:
 - a. has always stressed social reform.
 - b. included the establishment of the first department of sociology at the University of Chicago and the use of that city as a social laboratory.
 - c. came, by the 1960's, to reject the use of the discipline for social change.
 - d. has been mostly unaffected by social movements.
25. Until the 1940's, University of Chicago sociologists dominated the discipline,
 - a. but women were not permitted to study sociology at that institution until the 1960's.
 - b. while Hull House served as a model for value-free social research.
 - c. while the women of Hull House are credited with inventing the research procedures that came to be the hallmarks of Chicago sociology.
 - d. but the University of Chicago no longer grants graduate degrees in sociology.
26. What is the relationship between theory and research?
 - a. Theory is more important than research.
 - b. Research is more important than theory.
 - c. Theory is the first step in sociology; research is the second step.
 - d. Research challenges us to craft new and better theories.

27. In a causal relationship:
 - a. we assume events occur at random and if an event follows another at one time, that event may not follow the other at a second time.
 - b. we know we have identified causality when two variables are correlated.
 - c. the dependent variable is the one which causes an effect.
 - d. the independent variable precedes the dependent variable in time.
28. Science views truth as:
 - a. a matter of objective reality which can be empirically tested.
 - b. a matter of belief not subject to observation and measurement.
 - c. variable, depending on individual value judgments.
 - d. none of the above
29. A spurious relationship is one in which:
 - a. the independent and dependent variables are correlated.
 - b. the apparent relationship between two variables is produced by a third variable.
 - c. the dependent variable causes an effect in the independent variable.
 - d. two variables are causally related.
30. Which of the following is the last step in the scientific method?
 - a. analyze the results
 - b. collect the data
 - c. review the literature
 - d. state conclusions
31. The steps in the scientific method:
 - a. seek to insure that the researcher's values play a role in all parts of the research.
 - b. involve formulating a hypothesis using operational definitions.
 - c. allow researchers to state their conclusions prior to the collection of data.
 - d. are not applicable to sociology.
32. The ideal design for scientific research, the one which allows researchers to control all the relevant variables so as to eliminate other explanations for their findings, is:
 - a. archival research.
 - b. the experiment.
 - c. observation.
 - d. the survey.
33. Two groups are identical except for the change that the researchers introduce to one group. That group is called:
 - a. contaminated.
 - b. the control group.
 - c. the experimental group.
 - d. the neutral standard.

10 Chapter One

34. Sociologists who employ the experimental method:
- usually conduct their research in the laboratory.
 - usually avoid conducting field research.
 - wish to maximize the natural quality of the setting in which subjects interact.
 - prefer to use college students as subjects whenever possible.
35. In the field experiment:
- control over the independent variable is difficult.
 - researchers have good control over intrusions that may reduce the effectiveness of the changes they make in the independent variable.
 - social scientists can avoid ethical problems.
 - researchers have the best way to study values.
36. The survey is an appropriate method:
- when studying directly observable aspects of behavior.
 - when subjects are willing to allow direct observation.
 - because spontaneous behavior is usually predictable.
 - when studying values, beliefs, attitudes, perceptions, motivations, and feelings.
37. The two types of surveys are:
- the written and the recorded.
 - the laboratory and the field.
 - the random and the stratified.
 - the interview and the questionnaire.
38. A growing problem in survey research is:
- the increasing willingness of Americans to answer anything.
 - the increasing willingness of Americans to lie.
 - the decreasing use of telephone and mail solicitations to collect information.
 - the decreasing willingness of Americans to participate in survey research.
39. Which of the following statements concerning sampling is false?
- A small sample can tap the opinion of a very large population.
 - A random sample ensures that each individual in the population has an equal chance of being chosen.
 - A stratified random sample is less precise than a basic random sample.
 - In a stratified random sample, characteristics are represented in the same proportions that they are found in the population.